

2 **2SHB 1462** - S AMD - 339

3 By Senators McAuliffe, Eide and Finkbeiner

4

5 Strike everything after the enacting clause and insert the  
6 following:

7

**"INTENT**

8 NEW SECTION. **Sec. 1.** INTENT. The legislature finds that the  
9 purpose of Washington's accountability system is to improve student  
10 learning and student achievement of the essential academic learning  
11 requirement standards so that each individual student will be given the  
12 opportunity to become a responsible citizen and successfully live,  
13 learn, and work in the twenty-first century. To achieve this purpose,  
14 the accountability system should be based on continuous improvement at  
15 all levels of Washington's education system and on a fundamental  
16 principle that all students have access to curriculum and instruction  
17 that is aligned to the standards.

18 The legislature further finds that the accountability system should  
19 rely on local responsibility and leadership. Districts and schools  
20 should be expected to improve and be evaluated based on their  
21 improvement over time. Districts should recognize exceptional progress  
22 and work closely with struggling schools. The state should provide  
23 technical assistance and expertise where needed.

24 The legislature further finds that the accountability system must  
25 be simple to use and understand. Consequences must be predictable and  
26 fair. Differences among students, schools, and districts should be  
27 recognized and respected as the system is implemented. There should be  
28 a balance of each student's right to privacy and the public's right to  
29 know the overall levels of learning and achievement at the school,  
30 district, and state levels. In addition, the accountability system  
31 should be continuously reviewed and improved as more is learned about  
32 how schools operate to meet the learning needs of Washington's  
33 students.



1 mastery and a reduction in dropout rates. The commission may revise  
2 the state-wide accountability goals as necessary. The commission shall  
3 adopt the goals by rule. Before adopting or revising the rules, the  
4 commission shall present the goals to the education committees of the  
5 senate and the house of representatives for review and comment;

6 (b) Develop criteria for deciding when it is appropriate for the  
7 commission to make recommendations to the superintendent about  
8 assistance and recognition;

9 (c) Review data and make recommendations to the superintendent of  
10 public instruction about school districts requiring school assistance  
11 and recognition;

12 (d) Submit recommendations to the superintendent of public  
13 instruction about appropriate assistance and recognition;

14 (e) Develop recommendations to the legislature about criteria for  
15 deciding when it is appropriate for the commission to make  
16 recommendations for interventions and recommendations for appropriate  
17 types of interventions.

18 (f) Annually review the reporting system to ensure fairness,  
19 accuracy, timeliness, and equity of opportunity, especially with regard  
20 to schools with special circumstances and unique populations of  
21 students, and recommend to the superintendent of public instruction  
22 needed improvements;

23 (g) Recommend changes to the superintendent and the legislature  
24 regarding accountability policy and legislation, as necessary;

25 (h) Report annually by December 1st to the legislature, the  
26 governor, the superintendent of public instruction, and the state board  
27 of education on the progress, findings, and recommendations of the  
28 commission;

29 (i) By December 1, 2000, and by December 31st annually thereafter,  
30 report to the education committees of the house of representatives and  
31 the senate on the progress that has been made in achieving the goals,  
32 and on the setting of goals and progress in achieving goals; and

33 (j) Make recommendations to the legislature and take other actions  
34 necessary or desirable to help students meet the student learning  
35 goals.

36 (2) The commission shall coordinate its activities with the state  
37 board of education and the office of the superintendent of public  
38 instruction.

1 (3) The commission shall seek advice broadly from the public and  
2 all interested educational organizations in the conduct of its work,  
3 including holding periodic regional public hearings.

4 (4) The commission may hire an executive director and staff to  
5 perform the duties in support of the activities of the commission. The  
6 office of the superintendent of public instruction shall provide  
7 administrative oversight and be the fiscal agent for the commission.  
8 The commission may direct the office of the superintendent of public  
9 instruction to enter into subcontracts, within the commission's  
10 resources, with school districts, teachers, higher education faculty,  
11 state agencies, business organizations, and other individuals and  
12 organizations to assist the commission in its deliberations.

13 (5) Members of the commission shall be reimbursed for per diem and  
14 travel expenses as provided in RCW 43.03.050 and 43.03.060.

15 NEW SECTION. **Sec. 103.** RECOGNITION. (1) The commission on  
16 academic achievement annually shall make recommendations to the  
17 superintendent of public instruction on school districts and schools  
18 that should be recognized based on the results of the Washington  
19 assessment of student learning. The commission shall develop the  
20 criteria for selecting districts and schools for recognition.  
21 Recognition shall be given to schools and school districts that have  
22 achieved exceptional growth:

23 (a) As measured by an increase in the percent of students meeting  
24 standards. The level of achievement required for recognition shall be  
25 based on the achievement goals established by the legislature and the  
26 commission on academic achievement under RCW 28A.630.887 (as recodified  
27 by this act);

28 (b) As measured by an improvement index that measures improvement  
29 in all levels of the assessment; and

30 (c) Despite challenges such as high levels of mobility, poverty,  
31 English as a second language learners, and large numbers of students in  
32 special populations as measured by either the percent of students  
33 meeting the standard, or the improvement index.

34 (2) When determining the baseline year or years for recognizing  
35 individual schools, the commission may use the assessment results from  
36 the initial years the assessments were administered, if doing so with  
37 individual schools would be appropriate.



1 select the 1997 results only if all of the elementary schools with  
2 fourth grade students administered the assessment;

3 ~~((b))~~ (2) Establish a three-year, district-wide goal to increase,  
4 by the end of the 2000-01 school year, the percentage of students who  
5 meet or exceed the reading standard on the fourth grade Washington  
6 assessment of student learning. The ~~((three-year))~~ 2000-01 percentage  
7 increase goal may not be less than the district's total percentage of  
8 students who did not meet the baseline reading standard multiplied by  
9 twenty-five percent;

10 ~~((c))~~ (3) Specify the annual district-wide percentage improvement  
11 increments to meet the ~~((three-year))~~ 2000-01 goal; and

12 ~~((d))~~ (4) Direct each elementary school to establish a three-year  
13 goal for its fourth grade students, subject to approval by the board.  
14 The aggregate of the elementary school goals must meet or exceed the  
15 district-wide goals established by the board.

16 ~~((2) Each school district board of directors shall:~~

17 ~~(a) Report biannually to parents in writing and to the community in~~  
18 ~~a public meeting the following information:~~

19 ~~(i) District wide and school level three year goals;~~

20 ~~(ii) Student performance relative to the goals; and~~

21 ~~(iii) District wide and school level plans to achieve the reading~~  
22 ~~goal in kindergarten through fourth grade, including grade level~~  
23 ~~expectations, curriculum and instruction, parental or guardian~~  
24 ~~involvement, and resources available to parents and guardians to help~~  
25 ~~students meet the reading standard;~~

26 ~~(b) Report annually to the superintendent of public instruction and~~  
27 ~~in a news release to the local media the district's progress toward~~  
28 ~~meeting the district wide and school level goals; and~~

29 ~~(c) Include the reported information in each school's annual school~~  
30 ~~performance report under RCW 28A.320.205.~~

31 ~~(3) By December 1, 2000, the superintendent of public instruction~~  
32 ~~shall report to the education committees of the house of~~  
33 ~~representatives and the senate on the progress that has been made in~~  
34 ~~achieving the three year reading goal, and provide recommendations to~~  
35 ~~the legislature on setting reading goals for the next three years.~~

36 ~~(4) This section expires July 1, 2006.)~~

37

### PART 3

38

### REPORTING RESULTS

1       **Sec. 301.** RCW 28A.630.889 and 1998 c 319 s 301 are each amended to  
2 read as follows:

3       (1) By September 10, 1998, and by September 10th each year  
4 thereafter, the superintendent of public instruction shall:

5       (a) Report to the public, schools, school districts, and the  
6 legislature on the results of the ~~((fourth-grade))~~ Washington  
7 assessment of student learning; and

8       (b) Post individual school results of the ~~((fourth-grade))~~  
9 Washington assessment of student learning on the superintendent of  
10 public instruction's internet world-wide web site.

11       (2) The reports shall include the assessment results by school and  
12 school district, and include changes over time. Results shall be  
13 reported in two ways:

14       (a) The percent of students meeting the standards; and

15       (b) A learning improvement index that shows changes in student  
16 performance within the different levels of student learning reported on  
17 the Washington assessment of student learning.

18       (3) Data regarding the different characteristics of schools, such  
19 as poverty levels, percent of English as a second language students,  
20 drop-out rates, attendance, percent of students in special education,  
21 and student mobility shall also be reported so that districts and  
22 schools can learn from the improvement efforts of other schools and  
23 districts with similar characteristics.

24       (4) To protect the privacy of students, the results of schools and  
25 districts that test fewer than ten students in a grade level shall not  
26 be reported. In addition, in order to ensure that results are reported  
27 accurately, the superintendent of public instruction shall maintain the  
28 confidentiality of state-wide data files until the superintendent  
29 determines that the data are complete and accurate.

30       (5) The superintendent of public instruction shall monitor the  
31 percentage and number of special education and limited English-  
32 proficient students exempted from taking the assessments by schools and  
33 school districts to ensure the exemptions are in compliance with  
34 exemption guidelines.

35       ~~((2) This section expires July 1, 2006.))~~

36       NEW SECTION.       **Sec. 302.**       DISTRICT REPORTS.       (1) Each school  
37 district board of directors shall:

1 (a) Annually report to parents and to the community in a public  
2 meeting and twice annually report in writing the following information:

3 (i) District-wide and school-level three-year goals;

4 (ii) Student performance relative to the goals; and

5 (iii) District-wide and school-level plans to achieve the reading  
6 goal in kindergarten through fourth grade, including curriculum and  
7 instruction, parental or guardian involvement, and resources available  
8 to parents and guardians to help students meet the reading standard;

9 (b) Report annually in a news release to the local media the  
10 district's progress toward meeting the district-wide and school-level  
11 goals; and

12 (c) Include the school-level goals, student performance relative to  
13 the goals, and a summary of school-level plans to achieve the goals in  
14 each school's annual school performance report under RCW 28A.320.205.  
15 This shall be considered one of the twice-annual written reports  
16 required in (a) of this subsection.

17 (2) Schools and school districts in which ten or fewer students are  
18 eligible to be assessed in a grade level are not required to establish  
19 or report numerical improvement goals and performance relative to the  
20 goals, but are required to report to parents and the community their  
21 plans to improve reading achievement in kindergarten through fourth  
22 grade as required in subsection (1)(a)(iii) of this section.

23 **Sec. 303.** RCW 28A.320.205 and 1993 c 336 s 1006 are each amended  
24 to read as follows:

25 (1) Beginning with the 1994-95 school year, to provide the local  
26 community and electorate with access to information on the educational  
27 programs in the schools in the district, each school shall publish  
28 annually a school performance report and deliver the report to each  
29 parent with children enrolled in the school and make the report  
30 available to the community served by the school. The annual  
31 performance report shall be in a form that can be easily understood and  
32 be used by parents, guardians, and other members of the community who  
33 are not professional educators to make informed educational decisions.  
34 As data from the assessments in RCW 28A.630.885 (as recodified by this  
35 act) becomes available, the annual performance report should enable  
36 parents, educators, and school board members to determine whether  
37 students in the district's schools are attaining mastery of the student  
38 learning goals under RCW 28A.150.210, and other important facts about

1 the schools' performance in assisting students to learn. The annual  
2 report shall make comparisons to a school's performance in preceding  
3 years and shall (~~project goals in performance categories~~) include  
4 school level goals under RCW 28A.630.887 (as recodified by this act),  
5 student performance relative to the goals, and information regarding  
6 school-level plans to achieve the goals.

7 (2) The annual performance report shall include, but not be limited  
8 to: A brief statement of the mission of the school and the school  
9 district; enrollment statistics including student demographics;  
10 expenditures per pupil for the school year; a summary of student scores  
11 on all mandated tests; a concise annual budget report; student  
12 attendance, graduation, and dropout rates; information regarding the  
13 use and condition of the school building or buildings; a brief  
14 description of (~~the restructuring~~) learning improvement plans for the  
15 school; and an invitation to all parents and citizens to participate in  
16 school activities.

17 (3) The superintendent of public instruction shall develop by June  
18 30, 1994, a model report form, which shall also be adapted for  
19 computers, that schools may use to meet the requirements of subsections  
20 (1) and (2) of this section.

21 **PART 4**

22 **ASSISTANCE FOR SCHOOLS AND DISTRICTS**

23 NEW SECTION. Sec. 401. ACCOUNTABILITY IMPLEMENTATION FUNDS. (1)  
24 To the extent funds are appropriated, the office of the superintendent  
25 of public instruction annually shall allocate accountability  
26 implementation funds to school districts. The purposes of the funds  
27 are to provide time for teachers and other certificated instructional  
28 staff and classified staff to: Develop and update student learning  
29 improvement plans; implement curriculum materials and instructional  
30 strategies; provide staff professional development to implement the  
31 selected curricula and instruction; develop and implement assessment  
32 strategies and training in assessment scoring; and fund other  
33 activities intended to improve student learning for all students,  
34 including students with diverse needs. Activities funded by the  
35 allocations shall be consistent with the school or district improvement  
36 plan, designed to improve the ability of teachers and other  
37 instructional certificated and classified staff to assist students in

1 meeting the essential academic learning requirements, and designed to  
2 achieve state and local accountability goals. Activities funded by the  
3 allocations shall be designed to protect the teachers' instructional  
4 time with students and minimize the use of substitute teachers.

5 (2) Schools receiving funds shall develop, update as needed, and  
6 keep on file a school student learning improvement plan to achieve the  
7 student learning goals and essential academic learning requirements and  
8 to implement the assessment system as it is developed. The plan shall  
9 describe how the accountability implementation funds will be used to  
10 accomplish the requirements of this section. The plan shall be made  
11 available to the public and to others upon request.

12 (3) To the extent funds are appropriated, the state schools for the  
13 deaf and blind are eligible to receive allocations under this section.

14 (4) The superintendent of public instruction may adopt timelines  
15 and rules as necessary under chapter 34.05 RCW to administer the  
16 program, and require that schools and districts submit reports  
17 regarding the use of the funds.

18 NEW SECTION. **Sec. 402.** HELPING CORPS. (1) In order to increase  
19 the availability and quality of technical assistance state-wide, the  
20 superintendent of public instruction, subject to available funding,  
21 shall employ regional school improvement coordinators and school  
22 improvement specialists to provide assistance to schools and districts.  
23 The regional coordinators and specialists shall be hired by and work  
24 under the direction of a state-wide school improvement coordinator.  
25 The improvement specialists shall serve on a rotating basis from one to  
26 three years and shall not be permanent employees of the superintendent  
27 of public instruction.

28 (2) The school improvement coordinators and specialists shall  
29 provide the following:

30 (a) Assistance to schools to disaggregate student performance data  
31 and develop improvement plans based on those data;

32 (b) Consultation with schools and districts concerning their  
33 performance on the Washington assessment of student learning and other  
34 assessments;

35 (c) Consultation concerning curricula that aligns with the  
36 essential academic learning requirements, the Washington assessment of  
37 student learning, and meets the needs of diverse learners;

1 (d) Assistance in the identification and implementation of  
2 research-based instructional practices;

3 (e) Staff training that emphasizes effective instructional  
4 strategies and classroom-based assessment;

5 (f) Assistance in developing and implementing family and community  
6 involvement programs; and

7 (g) Other assistance to schools and school districts intended to  
8 improve student learning.

9 **Sec. 403.** RCW 28A.300.130 and 1996 c 273 s 5 are each amended to  
10 read as follows:

11 (1) Expanding activity in educational research, educational  
12 restructuring, and educational improvement initiatives has produced and  
13 continues to produce much valuable information. The legislature finds  
14 that such information should be shared with the citizens and  
15 educational community of the state as widely as possible. To  
16 facilitate access to information and materials on educational  
17 improvement and research, the superintendent of public instruction, to  
18 the extent funds are appropriated, shall establish the center for the  
19 improvement of student learning. The primary purpose of the center is  
20 to provide assistance and advice to parents, school board members,  
21 educators, and the public regarding strategies for assisting students  
22 in learning the essential academic learning requirements pursuant to  
23 RCW 28A.630.885 (as recodified by this act). The center shall work in  
24 conjunction with the commission on ~~((student learning))~~ academic  
25 achievement, educational service districts, ~~((and))~~ institutions of  
26 higher education, and education, parent, community, and business  
27 organizations.

28 (2) The center, in conjunction with other staff in the office of  
29 the superintendent of public instruction, shall:

30 (a) Serve as a clearinghouse for the completed work and activities  
31 of the commission on ~~((student learning))~~ academic achievement;

32 (b) Serve as a clearinghouse for information regarding successful  
33 educational ~~((restructuring))~~ improvement and parental involvement  
34 programs in schools and districts, and information about efforts within  
35 institutions of higher education in the state to support educational  
36 ~~((restructuring))~~ improvement initiatives in Washington schools and  
37 districts;

1 (c) Provide best practices research and advice that can be used to  
2 help schools develop and implement: Programs and practices to improve  
3 ~~((reading))~~ instruction of the essential academic learning requirements  
4 under section 501 of this act; systems to analyze student assessment  
5 data, with an emphasis on systems that will combine the use of state  
6 and local data to monitor the academic progress of each and every  
7 student in the school district; ~~((school))~~ comprehensive, school-wide  
8 improvement plans; school-based shared decision-making models; programs  
9 to promote lifelong learning and community involvement in education;  
10 school-to-work transition programs; programs to meet the needs of  
11 highly capable students; programs and practices to meet the diverse  
12 needs of students based on gender, racial, ethnic, economic, and  
13 special needs status; research, information, and technology systems;  
14 and other programs and practices that will assist educators in helping  
15 students learn the essential academic learning requirements;

16 (d) Develop and distribute, in conjunction with the commission on  
17 ~~((student—learning))~~ academic achievement, parental involvement  
18 materials, including instructional guides developed to inform parents  
19 of the essential academic learning requirements. The instructional  
20 guides also shall contain actions parents may take to assist their  
21 children in meeting the requirements, and should focus on reaching  
22 parents who have not previously been involved with their children's  
23 education;

24 (e) Identify obstacles to greater parent and community involvement  
25 in school shared decision-making processes and recommend strategies for  
26 helping parents and community members to participate effectively in  
27 school shared decision-making processes, including understanding and  
28 respecting the roles of school building administrators and staff;

29 (f) Develop and maintain an internet web site to increase the  
30 availability of information, research, and other materials;

31 (g) Take other actions to increase public awareness of the  
32 importance of parental and community involvement in education;

33 ~~((g))~~ (h) Work with appropriate organizations to inform teachers,  
34 district and school administrators, and school directors about the  
35 waivers available ~~((under RCW 28A.305.140))~~ and the broadened school  
36 board powers under RCW 28A.320.015;

37 ~~((h))~~ (i) Provide training and consultation services, including  
38 conducting regional summer institutes;



1 (3) The superintendent of public instruction shall maintain and  
2 continue to develop and revise a state-wide academic assessment system  
3 for use in the elementary, middle, and high school years designed to  
4 determine if each student has mastered the essential academic learning  
5 requirements identified in subsection (1) of this section. The  
6 academic assessment system shall include a variety of assessment  
7 methods, including criterion-referenced and performance-based measures.  
8 Performance standards for determining if a student has successfully  
9 completed an assessment shall be determined by the superintendent.

10 (4) The assessment system shall be designed so that the results  
11 under the assessment system are used by educators as tools to evaluate  
12 instructional practices, and to initiate appropriate educational  
13 support for students who have not mastered the essential academic  
14 learning requirements at the appropriate periods in the student's  
15 educational development.

16 (5) The assessments in reading, writing, mathematics, and  
17 communications are required at the elementary level, beginning with the  
18 1997-98 school year and for middle and secondary levels beginning with  
19 the 2000-01 school year. The assessment for middle and high school in  
20 science shall be required beginning with the 2000-01 school year. The  
21 superintendent shall develop timelines for the remaining assessments in  
22 history, civics, geography, arts, health, fitness, and science at the  
23 elementary, middle, and high school level, to the extent the  
24 legislature has not adopted timelines in statute. However the  
25 assessments shall be completed not later than the 2003-04 school year  
26 and shall be required in the 2007-08 school year. The assessments  
27 shall not be implemented if the legislature takes action to delay or  
28 prevent implementation of the assessment system and the essential  
29 academic learning requirements.

30 (6) To the maximum extent possible, the superintendent shall  
31 integrate knowledge and skill areas in development of the assessments.

32 (7) Assessments for goals three and four of RCW 28A.150.210 shall  
33 be integrated in the essential academic learning requirements and  
34 assessments for goals one and two.

35 (8) The superintendent shall develop assessments that are directly  
36 related to the essential academic learning requirements, and are not  
37 biased toward persons with different learning styles, racial or ethnic  
38 backgrounds, or on the basis of gender.

1 (9) The superintendent shall consider methods to address the unique  
2 needs of special education students when developing the assessments  
3 under this section.

4 (10) The superintendent shall consider methods to address the  
5 unique needs of highly capable students when developing the assessments  
6 under this section.

7 NEW SECTION. **Sec. 502.** COMMISSION ON STUDENT LEARNING--TRANSFER  
8 OF POWERS. (1) Beginning July 1, 1999, the powers, duties, and  
9 functions of the commission on student learning are transferred to the  
10 commission on academic achievement or to the superintendent of public  
11 instruction as appropriate under the transfer of duties made from the  
12 commission on student learning to the commission on academic  
13 achievement or the superintendent of public instruction under this act.  
14 All references to the commission on student learning in the Revised  
15 Code of Washington shall be construed to mean the commission on  
16 academic achievement when addressing the duties, activities, or  
17 functions regarding the accountability system under this act. All  
18 references to the commission on student learning in the Revised Code of  
19 Washington shall be construed to mean the superintendent of public  
20 instruction when addressing the duties, activities, or functions  
21 regarding the essential academic learning requirements, the standards,  
22 or the assessments addressed under this act.

23 (2) All reports, documents, surveys, books, records, files, papers,  
24 or written material in the possession of the commission on student  
25 learning shall be delivered to the custody of the commission on  
26 academic achievement or the superintendent of public instruction, as  
27 appropriate. All cabinets, furniture, office equipment, motor  
28 vehicles, and other tangible property employed by the commission on  
29 student learning shall be made available to the commission on academic  
30 achievement or the superintendent of public instruction, as  
31 appropriate.

32 (3) The transfer of the powers, duties, functions, and personnel of  
33 the commission on student learning shall not affect the validity of any  
34 act performed before the effective date of this section.

35 **PART 6**  
36 **MISCELLANEOUS**

1        NEW SECTION.    **Sec. 601.** CONSOLIDATED PLANNING. The superintendent  
2 of public instruction, in consultation with school district personnel,  
3 shall consolidate and streamline the planning, application, and  
4 reporting requirements for major state and federal categorical and  
5 grant programs. The superintendent also shall take actions to increase  
6 the use of online electronic applications and reporting.

7        NEW SECTION.    **Sec. 602.** SLIGS. RCW 28A.300.138 (Student learning  
8 improvement grants) and 1994 c 245 s 1 & 1993 c 336 s 301 are each  
9 repealed.

10       NEW SECTION.    **Sec. 603.** REPEALERS. The following acts or parts of  
11 acts are each repealed:

- 12        (1) 1998 c 225 s 3 (uncodified);  
13        (2) 1995 c 209 s 3 (uncodified); and  
14        (3) 1995 c 209 s 2 & 1992 c 141 s 203 (uncodified).

15       NEW SECTION.    **Sec. 604.** PART HEADINGS AND SECTION CAPTIONS NOT  
16 LAW. Part headings and section captions used in this act are not any  
17 part of the law.

18       NEW SECTION.    **Sec. 605.** NEW ACCOUNTABILITY CHAPTER CREATED.  
19 Sections 101 through 104, 302, 401, 402, 501, and 502 of this act  
20 constitute a new chapter in Title 28A RCW.

21       NEW SECTION.    **Sec. 606.** RECODIFICATIONS.    RCW 28A.630.887,  
22 28A.630.889, 28A.320.205, 28A.630.885, 28A.630.883, 28A.630.945,  
23 28A.630.950, 28A.630.951, 28A.630.952, 28A.630.953, and 28A.630.954 are  
24 each recodified as new sections in the chapter created in section 605  
25 of this act.

26       NEW SECTION.    **Sec. 607.** EMERGENCY CLAUSE. Sections 101, 502, and  
27 603 of this act are necessary for the immediate preservation of the  
28 public peace, health, or safety, or support of the state government and  
29 its existing public institutions, and take effect immediately.

30       NEW SECTION.    **Sec. 608.** SEVERABILITY CLAUSE. If any provision of  
31 this act or its application to any person or circumstance is held

1 invalid, the remainder of the act or the application of the provision  
2 to other persons or circumstances is not affected."

3 **2SHB 1462** - S AMD - 339

4 By Senators McAuliffe, Eide and Finkbeiner

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6 On page 1, line 1 of the title, after "assistance;" strike the  
7 remainder of the title and insert "amending RCW 28A.630.887,  
8 28A.630.889, 28A.320.205, and 28A.300.130; adding a new chapter to  
9 Title 28A RCW; creating new sections; recodifying RCW 28A.630.887,  
10 28A.630.889, 28A.320.205, 28A.630.885, 28A.630.883, 28A.630.945,  
11 28A.630.950, 28A.630.951, 28A.630.952, 28A.630.953, and 28A.630.954;  
12 repealing RCW 28A.300.138; repealing 1998 c 225 s 3 (uncodified);  
13 repealing 1995 c 209 s 3 (uncodified); repealing 1995 c 209 s 2 and  
14 1992 c 141 s 203 (uncodified); and declaring an emergency."

--- END ---